

ASSessment of Principals' Supervisory Practice on Teachers' Productivity in Public Senior Secondary Schools in Bauchi

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ABSTRACT

The study was conducted to examine the principals' supervisory practices on teachers' productivity in Bauchi state public senior secondary schools. Four Research questions and four null hypotheses were formulated on the subjects examined. Descriptive survey research design was employed for the study, the area of the study was Bauchi state, the population of the study was four thousand nine hundred and eighty four (4,984) public senior secondary school principals and teachers, Proportionate random sampling technique was used to select participants based on the Research Advisor Table(2006) recommendations, and sample size was found to be of 357 respondents. The instrument for data collection was called Supervisory Practices Questionnaire. (SPQ) was used as the instrument for data collection developed by the researcher. Supervisory Practices Questionnaire (SPQ) was measured on five point rating scale. The questionnaire was subjected to face validation by Four experts

Introduction:

Supervision is an integral part of any organization. School supervision is crucial for guiding the activities of the teachers towards becoming more productive. According to Ughamadu, (2015) School supervision is a way of improving the activities of teaching and learning. In view of Mecgley, (2015), it is a process in which teachers are guided and assisted to meet the set target of instructional objectives for the purpose of achieving the goals of the school. Also, Prince (2014) opined that school supervision is a positive process which enables teachers' to have feedback on their performance

in the field of Educational Foundation, The questionnaire was subjected to pilot study using Cronbach Alpha statistics and the reliability co-efficient was found to be 0.8, Method of Data Analysis. Mean (\bar{X}) and standard deviation (SD) was used to answer the four research questions while independent sample t- test was used to test the four null hypotheses, the study found that the principals' supervisory practices on teachers' lesson preparation are Principals supervised teachers' scheme of work and principals checked teachers' lesson plan but there is significant difference in the opinion of principals and teachers on the principals' supervisory practice and teachers' lesson preparation, therefore the study recommended that The school principals should provide professional instructional guidance to the teachers. In doing so, the goals and objectives of the school can be attained

Keyword: *Assessment, Principals', Supervisory, Teachers' and productivity*

Which can make more productive and lead to the achievement of school objectives. For teachers to become more productive in teaching and learning there is need for effective principals' supervisory practice in schools.

Principal supervisory practice is a process whereby principals oversee the activities of the teachers and guide them toward achieving the objectives of a school system. Oyewole and Ehinola (2014) see it as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning. It is also characterized by all those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom (Kweku&Baffoe, 2018). It assists the teacher to improve himself and his instructional ability in order to delivery effective teaching and learning.

However, without effective supervision of principals teachers cannot efficiently and effectively execute the teaching and learning activities (Ikegbusi, 2016). As such, he further stated that there is needed to guide, refresh, encourage, stimulate, improve and co-operate with the teachers in

order to deliver effective teaching. This can only be achieved when principals supervise teachers to become more productive.

Teachers' productivity is an aspect used to evaluate job performance in Nigeria educational system. Abubakar and Oluwatovin (2016) put it that teachers' productivity is the ratio of output produced by the teachers (quality and quantity) in the educational system. They further stated that it is an aspect of teachers' evaluation standards which focuses on what teachers do towards the attainment of educational goals. According to Musibau and Johnson (2010) teacher productivity is also concerned with the overall efficiency and effectiveness of getting things done by the teachers. To evaluate teachers' productivity however, teacher's instructional delivery, classroom management and control, school record and lesson preparation should be considered.

It is against this background that this study needs to be carried out in order to add value to the existing literature.

Statement of the Problem

Educational supervision has been a major concern to Bauchi state educational stake holders. The fact is that people at all level believe that the quality of education has fallen; an indication that education is in crises is enough food for thought for teaching profession. Accusing fingers are pointed to teachers' productivity as they execute their daily duties and poor instructional supervisory practices by school principals. The mass failure of students in public examination has no doubt made parent lost confidence in the ability of the public schools to produce good products (Habib, 2018).

Admittedly, no educational system is problem free. However the decay in Nigerian secondary educational system is becoming embarrassing in general and Bauchi state in particular. The result of May/June 2017 West African Senior School Certificate Extermination (WAEC) and National Examination Council (NECO) reveals that only 17% students from Bauchi state obtained credits in five (5) subject and above including Mathematics and English language. The worse part of the matter is Bauchi state rank 31st out of 36 states in WAEC and NECO 2017. This could be as a result of poor

supervisory practices and poor productivity of teachers in their role performance (Sani, 2017).

. To this end this study aimed at examining the impact of principals' supervisory practices on teacher's productivity in public senior secondary schools in Bauchi state secondary school.

Purpose of the Study

The purpose of this study is to examined the principals' supervisory practice on teachers' productivity in public senior secondary schools in Bauchi state. Specifically, the study seeks:

1. To determine the principals' supervisory practice on teachers' lesson preparation.
2. To examine the principals' supervisory practice on teachers' classroom management.
3. To investigate the principals' supervisory practice on teachers' use of reward/punishment.
4. To assess the principals' supervisory practice on students extracurricular activities in public senior secondary schools in Bauchi state.

Research Questions

The following research questions were formulated to guide the study:

1. What are the principals' supervisory practices on teachers' lesson preparation?
2. What are the principals' supervisory practices on teachers' classroom management?
3. What are the principals' supervisory practices on teachers' use of reward/punishment?
4. What are the principals' supervisory practices on students' extracurricular activities?

Research Hypotheses

The following null hypotheses were formulated

- H₀₁:** There is no significant difference in the opinion of principals and teachers on the principals' supervisory practice and teachers' lesson preparation.
- H₀₂:** There is no significant difference in the opinion of principals and teachers on the The principals' supervisory practice and teachers' classroom management.
- H₀₃:** There is no significant difference in the opinion of principals and teachers on the principals' supervisory practice and teachers' use of reward/punishment.
- H₀₄:** There is no significant difference in the opinion of principals and teachers on the principals' supervisory practice and students' extracurricular activities.

Significance of the Study

The finding of this study is of immense significance to school administrators, teachers, Ministry of Education and further researchers. The finding of this study will provide useful information to school administrators on educational supervision in Bauchi state. It will provide ease to their job and also impact the degree to which they predict and determine the success of supervision in their respective schools. The study is also beneficial to teachers because they will develop more professional interest and enthusiasm for productive teaching. It will also help to transform teacher's perception about their jobs and facilitate high commitment to work for productivity. The study will help teachers improve in their jobs and decrease related stress which will help them find satisfaction within the school. Furthermore, the findings from the study will also be beneficial to other researchers by adding to literature. It will assist them to conduct further studies and review of empirical studies. Lastly, the Ministry of Education will benefit from this study as it will recognize the rational for school supervision that will avail them the knowledge on how to initiate, develop and improve programmes that will enhances effective teaching.

Scope of the Study

The study covered all public secondary schools teachers and principals in Bauchi state. Private schools were not covered by this study.

Theoretical Framework

The study is based on Interconnected Model of Professional Growth by Clarke and Hollingsworth (2002). The theory postulate that educational supervision is a continuous process aimed at enhancing teachers productivity. It suggests that change in a teacher who is supervised occurs in recurring cycles. This comprises of four district domains that encompass the teachers' world; which are domain of practice, personal domain, domain of consequence and external domain. The domain identifies teachers' productivity as an inevitable and a continuous process change in one domain lead to charge in another. External domain includes supervisors and fellow teachers. Practice domain refers to the classroom management where teacher retrains and re-use effective practices and eliminates those that do not lead to students' achievement. Personal domain expresses the changes in the teachers' knowledge as beliefs and attitude. The last domain refers to the outcomes of the teachers' value system after supervision.

The principals and teachers are applicable to this theory because it is based on supervision and teacher productivity. It reveals the interaction and relationships that exist between them toward achieving the school goals and objectives. It also reveals the interaction between them through classroom management, use of reward/punishment and lesson preparation, which are carried out in order to enhance teacher productivity. This might in turn lead to the achievement of the goals and objectives of the school. Thus the basis of this theory use in the context of this study is to help in the assessment of principals' supervisory practices on teachers' productivity in public senior secondary schools in Bauchi State.

METHODOLOGY

This chapter describes design of the study, area of the study, population of the study, sample and sampling technique, instrument for data collection, method of data collection and method of data analysis.

Design of the Study

This study used a descriptive type of survey research design. This is because it can be used to examine current attitude, beliefs, opinion and practices (Creswell, 2012). This design was Suitable for the study because it involves obtaining information on the opinion of principals and teachers on principals' supervisory practice and teachers' productivity in public senior secondary schools in Bauchi state.

Area of the Study

The Areas of the study was Bauchi State. Bauchi state is located between latitudes 9°3' and 12°3' North and longitudes 8°50' and 11° East in the North-Eastern part of Nigeria (Wikipedia, 2018). Bauchi State consists of 20 local government areas with a total population of 4,653,066 (National Population Commission, 2006).

Population of the Study

The population of this study was four thousand nine hundred and eighty four (4,984) (213)principals and (4771)teachers in senior secondary schools of Bauchi state. (Bauchi State Ministry of Education Annual Census, 2018)

Table 1: Population of the study in three Education Zones of Bauchi State

S/N	Education Zone	Population of Principalsand teachers
1.	Bauchi Zone	2529
2.	Central Zone	1400
3.	Katagum Zone	1055
	Total	4, 984

Source: Bauchi State Ministry of Education Annual School Census (2018)

Sample and Sampling Technique

Proportionate random sampling technique was used to select participants. This technique was suitable for chosen participate from the population.

Research Advisor (2006), sampling table was used to determine the minimum sample value of 357 respondents. See Appendix D.

Table 2: Sample size of teachers in three Education Zones of Bauchi State

S/N	Education Zone	Sample of Principal	Sample of Teachers
1	Bauchi Zone	18	160
2	Central Zone	10	96
3	Katagum Zone	8	65
	Total	36	321

Source: Bauchi State Ministry of Education Annual Schools Census (2018)

Instrument for Data Collection

Supervisory Practices Questionnaire (SPQ) was used as the instrument for data collection developed by the researcher. It has two sections, Section A contained demographic information while section B was formed based on the objectives and research questions of the study. The Supervisory Practices Questionnaire (SPQ) is measured on five point rating scale containing the items to assess the principals' supervisory practices on teachers' productivity in public senior secondary schools in Bauchi State. Each item carries marks as follows: Very Large Extent (5), Large Extent (4), Moderate Extent (3), Small Extent (2), and Very Small Extent (1).

The uniformity of response, that is "Very Small Extent" "Very Large Extent" was maintained through all the questionnaires to adequately illicit the individual perception of their role within the learning environment. In this study "Moderate Extent" which is within a scale of 3, was considered as being the range of acceptance in the decision making therefore 2.50 being the average of 3 was the decision point. The following table indicate the average of the principals and teachers response points, it also guide and give criteria for judging the mean values.

Table 3: Decision Rule Table

Scale	Scale Point	Lower Limit	Upper Limit
Very Small Extent	1	0.50	1.49

Small Extent	2	1.50	2.49
Moderate Extent	3	2.50	3.49
Large Extent	4	3.50	4.49
Very Large Extent	5	4.50	5.00

Source: Field work, 2018.

Validity of the Instrument

The questionnaire was subjected to face validation by three experts in the field of Educational foundations, Abubakar Tafawa Balewa University Bauchi, Their suggestions, observation and criticism were used to modify the questionnaire.

Reliability of the Instrument

The questionnaire was subjected to pilot study using split half reliability method and Cronbach's Alpha statistics was used to calculate reliability index in order to establish its consistency. The Cronbach's Alpha value of the respective constructs were found to reflect the following value for each construct lesson preparation 0.834, classroom management 0.723, use of reward/punishment 0.913 extra-curricular activities 0.920. A total of 30 items were tested for reliability of all the variables and the overall reliability is 0.83. This result therefore shows that the research instrument has a good level of internal consistency since the value was above 0.7. Since the reliability coefficient of the Cronbach alpha range from 0 to 1, the closer the reliability value to 1, the greater the item consistency (Enemali 2010)

Method of Data Collection

The researcher obtained an introductory letter from the Department of Educational Foundations to the respective school. This is to enable the researcher, carry out his research work bearing in mind, the need to get the approval of school administrators and the cordial attention of teachers. The use of research assistants who were first degree holders in the field of educational administration and planning quickened the distribution and collection of the filled questionnaire. The research assistants were trained on the procedure of distribution and retrieval of the questionnaires.

Method of Data Analysis

Mean (\bar{X}) and standard deviation (SD) was used to answer the four research questions while the testing of the four null hypotheses was done using independent sample t-test. The decision rule was maintained that the average of mean of 3.00 and above is accepted while point of rejection was any rating below 3.00. That is any item with 3.00 and above was required, while any item below 3.00 not required. Standard deviation (SD) was used to measure the dispersion or variability of the respondents' responses from the mean. Independent sample T-test was used to test the four formulated null hypotheses at 0.05 level of significance. T-test was suitable for comparing two groups; accepting or rejecting H_0 depends on whether the calculated value of the test statistics was greater than or less than the P-value at 0.05 level of significance. Therefore, if the P-value is greater than the critical value, the null hypotheses will be rejected, but if the P-value is less than the critical value, the null hypotheses is accepted .

RESULTS AND DISCUSSION

This chapter presents the results of data and findings of the study. The total number of questionnaires distributed was 359. These questionnaires were distributed with the aid of field assistants to assess the principals' supervisory practices on teacher's productivity in public senior secondary schools in Bauchi State. A total of 356 of these questionnaires were returned and found valid for analysis. Data was collected using a structured questionnaire, designed under a 5 point Likert scale ranging from "very large extent" to "very small extent". The questionnaire was divided into two sections A and B. Section A represents questions on the respondent's personal data and Section B contained four (4) groups of research questions. The data were subjected to statistical analysis using independent sample t-test in SPSS version 21. The results were presented in tabular form.

Research Question 1

What are the principals' supervisory practices on teachers' lesson preparation?

Table 6 .Answered research question 1related to teachers on the principals' supervisory practices and teachers' productivity .The table revealed that item 1 has the highest mean score of 3.71 and standard deviation of 1.04 followed my item 8 which has the mean score of 3.69 and standard deviation of 1.14 and also the standard deviation are within the same range which indicate that the respondents opinion across all the items do not differ much, their major findings here is that principals ensured teachers lesson preparation.

Table 6: What are the principals' supervisory practices on teachers' lesson preparation?

Items	N	Mean	Std. Dev.	Remarks
1. Principals supervise teachers' scheme of work.	321	3.71	1.04	ME
2. Principals check teachers' lesson plan.	321	3.45	1.12	ME
3. Principals ensure teachers includes home work in their lesson plan	321	3.47	1.18	ME
4. Supervision of lesson note help to boast the confidence of the teacher during lessons	321	3.50	1.18	ME
5. Principals go round the school while lessons are on-going.	321	3.40	1.29	ME
6. Principals ensure teacher uses appropriate teaching aid	321	3.32	1.36	ME
7. Principals marks teachers lesson note	321	3.62	1.09	ME
8. Syllabus are covered before the term ends	321	3.69	1.14	ME

Grand Mean	3.52		
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Sources: *Field Work, 2018*

Research Question 2

What are the principals' supervisory practices on classroom management?

Table 7 Answered research question 2 related to teachers on the principals supervisory practice and classroom management the table revealed that item 8 has the highest mean score of 3.62 with standard deviation of 1.27 followed by item 1 with mean score of 3.52 and standard deviation of 1.24 and also the standard deviation are within the same range which indicate that the respondents opinion do not differ much, their major findings here is that principals ensures teachers classroom management.

Table 7: What are the principals' supervisory practices on classroom management?

Items	N	Mean	Std. Dev.	Remarks
1. Principals ensure good management of desk and chairs.	321	3.52	1.24	ME
2. Principals orient new teachers on classroom management	321	3.41	1.37	ME
3. Teachers classroom management enhances students learning	321	3.29	1.39	ME
4. Teachers ensures students participation in classroom activities	321	3.38	1.38	ME
5. Classroom observation is objective in the school	321	3.42	1.35	ME
6. Students will always do their assignment if the classroom is effectively managed	321	3.29	1.25	ME
7. Principals motivates teachers on classroom management	321	3.26	1.35	ME

8. Principals ensures good classroom activities	321	3.62	1.27	ME
9. There is feedback from the principals to the teacher after classroom observation	321	3.24	1.28	ME
Grand Mean		3.38		

Sources: *Field Work, 2018*

Research Question 3

What are the principals' supervisory practices on teachers' use of reward/punishment?

Table 8 Answered research question 3 related to teachers on the principals supervisory practice and teachers used of reward/punishment. The table revealed that item 3 has the highest mean score of 3.50 with standard deviation of 1.13 followed by item 7 which has a mean score of 3.36 and standard deviation of 1.18 and also the standard deviation are within the same range which indicate that the respondents opinion across all the items do not differ much their major findings here is that teachers reward hardworking students .

Table 8: What are the principals' supervisory practices on teachers' use of reward/punishment?

Items	N	Mean	Std. Dev.	Remarks
1. Use of reward/punishment is objective in the school.	321	3.32	1.41	ME
2. Hardworking teachers are rewarded.	321	3.26	1.34	ME
3. Teachers reward hardworking students.	321	3.50	1.13	ME
4. Immediate recognition of good work is rewarded.	321	3.13	1.29	ME

5. Use of punishment ensures teachers' discipline.	321	3.05	1.35	ME
6. Teachers punish students without just cause.	321	2.91	1.55	SE
7. Principals reward hardworking students.	321	3.36	1.18	ME
8. Use of punishment ensures students' discipline.	321	3.13	1.28	ME
Grand Mean		3.20		

Sources: *Field Work, 2018*

Research Question 4

What are the principals' supervisory practices on extra-curricular activities?

Table 9 Answered research question 1 related to teachers on the principals supervisory practice and extracurricular activities the table revealed that item 1 has the highest mean score of 3.54 with standard deviation of 2.02 followed by item 4 which has a mean score of 3.46 and standard deviation of 1.33 and also the standard deviation are within same range with indicate that the respondents opinion across all the items do not differ much their major findings here is that students participate in extracurricular activities.

Table 9: what are the principals' supervisory practices on extra-curricular activities?

Items	N	Mean	Std. Dev.	Remark
1. Students participate in extra-curricular activities.	321	3.54	2.02	ME
2. Teachers participate in students extra-curricular activities.	321	2.96	1.24	SE
3. Teachers encourage students to participate in extra-curricular activities.	321	3.43	1.19	ME
4. Teachers supervise clubs and society.	321	3.46	1.33	ME

5. Sport competitions are organized at the end of every term.	321	3.42	1.35	ME
Grand Mean		3.36		

Sources: *Field Work, 2018*

Research Question 1

What are the principals' supervisory practices on teachers' lesson preparation?

Table 10 answered research question 1 related to principals opinion on the principals' supervisory practices on teachers' lesson preparation the table revealed that item 2 has the highest mean score of 3.15 and standard deviation of 1.14 followed by item 6 which has a mean score of 3.13 and standard deviation of 1.15 and also the standard deviation of all the items were within the same range which indicated that the respondents opinion across all the items do not differ much, their major impact here is that Principals check teachers' lesson plan

Table 10: What are the principals' supervisory practices on teachers' lesson preparation?

Items	N	Mean	SD.	Remarks
1. Principals supervise teachers' scheme of work.	36	3.15	.97	ME
2. Principals check teachers' lesson plan.	36	3.30	1.14	ME
3. Principals ensure teachers includes home work in their lesson plan	36	3.85	.98	ME
4. Supervision of lesson note help to boost the confidence of the teacher during lessons	36	3.00	1.32	ME
5. Principals go round the school while lessons are on-going.	36	3.00	1.09	ME
6. Principals ensure teacher uses appropriate teaching aid	36	3.13	1.15	ME
7. Principals marks teachers lesson note	36	3.10	.91	ME

8. Syllabus are covered before the term ends	36	3.05	.93	ME
Grand Mean		3.04		

Sources: *Field Work, 2018*

Research Question 2

What are the principals' supervisory practices on classroom management?

Table 11 answered research question 2 related to principals opinion on the principals' supervisory practices and teachers' classroom management the table revealed that item 1 has the highest mean score of 3.85 and standard deviation of .98 followed by item 4 which has a mean score of 3.80 and standard deviation of .83 and also the standard deviation of all the items were within the same range which indicated that the respondents opinion across all the items do not differ much, their major impact here is that Principals ensures good classroom management.

Table 11: What are the principal's supervisory practices on classroom management?

Items	N	Mean	Std. Dev.	Remarks
1. Principals ensure good management of desk and chairs.	36	3.85	.98	ME
2. Principals orient new teachers on classroom management	36	3.05	.99	ME
3. Teachers classroom management enhances students learning	36	3.00	.81	ME
4. Teachers ensures students participation in classroom activities	36	3.80	.83	ME
5. Classroom observation is objective in the school	36	3.07	.72	ME
6. Students will always do their assignment if the classroom is effectively managed	36	3.00	.89	ME
7. Principals motivates teachers on classroom management	36	3.00	1.02	ME

8. Principals ensures good classroom activities	36	3.25	1.01	ME
9. There is feedback from the principals to the teacher after classroom observation	36	3.00	.97	ME
Grand Mean		2.96		

Sources: *field work, 2018*

Research Question 3

What are the principals' supervisory practices on teachers' use of reward/punishment?

Table 12 answered research question 3 related to principals opinion on the impact of principals' supervisory practices on teachers' use of reward and punishment the table revealed that item 5 has the highest mean score of 4.15 and standard deviation of .67 followed by item 1 which has a mean score of 4.05 and standard deviation of .39 and also the standard deviation of all the items were within the same range which indicated that the respondents opinion across all the items do not differ much, their major impact here is that Use of punishment ensures teachers' discipline.

Table 12: What are the principals' supervisory practices on teachers' use of reward/punishment?

Items	N	Mean	Std. Dev.	Remarks
1. Use of reward/punishment is objective in the school.	36	4.05	.39	ME
2. Hardworking teachers are rewarded.	36	4.00	.56	ME
3. Teachers reward hardworking students.	36	3.85	.93	ME
4. Immediate recognition of good work is rewarded.	36	4.06	.75	ME
5. Use of punishment ensures teachers' discipline.	36	4.15	.67	ME
6. Teachers punish students without just cause.	36	3.90	1.07	ME

7. Principals reward hardworking students.	36	3.95	.94	ME
8. Use of punishment ensures students' discipline.	36	3.85	1.18	ME
Grand Mean		3.97		

Sources: *Field work, 201*

Research Question 4

What are the principals' supervisory practices on extra-curricular activities?

Table 13 answered research question 4 related to principals opinion on the impact of principals' supervisory practices on teachers' on extra-curricular activities the table revealed that item 3 has the highest mean score of 4.25 and standard deviation of .63 followed by item 1 which has a mean score of 4.05 and standard deviation of .75 and also the standard deviation of all the items were within the same range which indicated that the respondents opinion across all the items do not differ much, their major impact here is that Teachers encourage students to participate in extra-curricular activities.

Table 13: Impact of principals supervisory practices on extra-curricular activities

Items	N	Mean	Std. Dev.	Remark
1. Students participate in extra-curricular activities.	36	4.05	.75	ME
2. Teachers participate in students extra-curricular activities.	36	4.00	.45	ME
3. Teachers encourage students to participate in extra-curricular activities.	36	4.25	.63	ME
4. Teachers supervise clubs and society.	36	4.00	.72	ME
5. Sport competitions are organized at the end of every term.	36	3.9	.68	ME
Grand Mean		4.04		

Sources: *Field work, 2018*

Hypothesis 1

H₀₁: There is no significant difference in the opinion of principals and teachers on the principals' supervisory practice and teachers' lesson preparation.

Table 14 revealed the result of the tested null hypothesis 1 which stated that There is no significant difference in the opinion of principals and teachers on the principals' supervisory practice and teachers' lesson preparation, has (M = 3.52, SD = 0.14) for teachers and principals (M = 3.04, SD = .16), $t(355)=6.23$, $P<.000$, a P-value less than that of .05 level of significance ($P<.000$) this indicated that the null hypotheses is now rejected, thus there is significance difference in their opinion

Table 14: Significant Difference in the Opinion of Principals and Teachers on the Principals' Supervisory Practice and Teachers' Lesson Preparation.

	Mean	SD	N	DF	t	P-Value	Decision
Teachers	3.5200	.14000	321	355	6.232	.000	Rejected
Principals	3.0413	.16617	36				

Hypothesis 2

H₀₂: There is no significant difference in the opinion of principals and teachers on the principals' supervisory practice and teachers' classroom management.

Table 15 revealed the result of the tested null hypothesis which stated that There is no significant difference in the opinion of principals and teachers on the principals' supervisory practice and teachers' classroom management., has (M = 3.38, SD = .127) for teachers and principals (M = 2.96, SD = .151), $t(355)=6.34$, $P<.000$ a P-Value less than that of .05 level of significance ($P<.000$) this indicated that the null hypotheses is now rejected, thus there is significance difference in their opinion.

Table 15: Significant Difference in the Opinion of Principals and Teachers on the Principals' Supervisory Practice and Teachers' Classroom Management

Group	Mean	SD	N	DF	t	P-Value	Decision
Teachers	3.3811	.12742	321	355	6.340	.000	Rejected
Principals	2.9633	.15116	36				

Hypothesis 3

H₀₃: There is no significant difference in the opinion of principals and teachers on the principals' supervisory practice and teachers' use of reward/punishment.

Table 16 revealed the result of the tested null hypothesis 1 which stated that There is no significant difference in the opinion of principals and teachers on the principals' supervisory practice and teachers' use of reward/punishment., has a (M = 3.20, SD = .188 for teachers and principals (M = 3.97, SD = .107), t (355)= - 9.99, P=< .000 P-value less than that of .05 level of significance (P< .000) this indicated that the null hypotheses is now rejected, thus there is significance difference in their opinion.

Table 16: Significant Difference in the Opinion of Principals and Teachers on the Principals' Supervisory Practice and Teachers' use of Reward/Punishment

Group	Mean	SD	N	DF	t	P-Value	Decision
Teachers	3.2075	.18881	321	355	-9.997	.000	Rejected
Principals	3.9763	.10796	36				

Hypothesis 4

H₀₄: There is no significant difference in the opinion of principals and teachers on the principals' supervisory practice and extracurricular activities.

Table 17 revealed the result of the tested null hypothesis which stated that There is no significant difference in the opinion of principals and teachers on the principals' supervisory practice and extracurricular activities., has a (M = 3.36, SD = .229 for teachers and principals (M = 4.04, SD = .129), t (355)= - 5.75, P=< .000 P-value less than that of .05 level of significance

($P < .000$) this indicated that the null hypotheses is now rejected, thus there is significance difference in their opinion.

Table 17: Significant Difference in the Opinion of Principals and Teachers on the Principals' Supervisory Practice and Extracurricular Activities

Group	Mean	SD	N	DF	t	P-Value	Decision
Teachers	3.3620	.22961	321	355	-5.752	.000	Rejected
Principals	4.0400	.12942	36				

Summary of Major Findings

The following findings emerged from the study based on the analyzed data collected from the study;

- 1) The principals' supervisory practices on teachers' lesson preparation are Principals supervise teachers' scheme of work and principals check teachers' lesson plan. But There is significant difference in the opinion of principals and teachers on the principals' supervisory practice and teachers' lesson preparation
- 2) The principals' supervisory practices on classroom management are principals ensure good management of desk and chairs and principals ensures good classroom activities. But there is significant difference in the opinion of principals and teachers on the principals' supervisory practice and teachers' classroom management
- 3) The principals' supervisory practices on teachers' use of reward and punishment are teachers reward hardworking students, and use of punishment ensures teachers' discipline. But there is no significant difference in the opinion of principals and teachers on the principals' supervisory practice and teachers' use of reward/punishment
- 4) The principals' supervisory practices on extra-curricular activities are students participate in extra-curricular activities and teachers encourage students to participate in extra-curricular activities. But there is significant difference in the opinion of principals and

teachers on the principals' supervisory practice and students' extracurricular activities

Discussions of Findings

Research Question 1

With regards to research question one the opinions of 356 respondents on the principals' supervisory practices on teacher lesson preparation in Bauchi State public Secondary Schools contains 8 items with grand mean of 3.52. This falls within the moderate extent category, which is within the acceptance range. This finding show that principals' supervisory practices impacted positively on teacher lesson preparation in Bauchi State public Secondary Schools the findings is in line with Kiiru (2015). His findings revealed that 40% of the head teachers do not check the lesson plan of their teachers'. The study provides the following recommendation: the head teachers' should ensure the preparation of professional document by the teachers'; he should ensure adequate planning and organization of the teachers' activities. There should be regular practice of classroom observation in order to realize the goals and objective of the school

Research Question 2

Research question two, indicated principals' supervisory practice on teacher's classroom management in Bauchi state public Secondary Schools. It contains 9 items and a grand mean of 3.38 which is in moderate extent. This finding is in line with Annick (2000) who find out that supervision helps to diagnose instructional problems and provides valuable information which can help in solving problems. As a result, teachers will be able to develop new skill and strategies. As their instruction technique improves, students and classroom management will also improve.

The implication is that poor school supervisory practices affects teacher's productivity which will affect effective teaching process badly.

Research Question 3

The results for research question three which reflex principals' supervisory practices on teacher's use of reward and punishment in Bauchi

state public senior secondary schools. It contains 8 items and grand mean of 3.20 which is within moderate extent. The finding is in line with the work of Ikegbusi (2016) stated that that school supervision includes identifying discipline areas, offering purposeful and constructive advice, stimulation and providing guidance' and identifying discipline problem. School heads supervise the activities of the teachers' by making sure they act as responsible personnel in the school. Regular school supervision played great role in the development of the school as an organization.

Research Question 4

The results for research question four on the principals' supervisory practices and extracurricular activities in the state public senior secondary schools. This is in line with Obiwelouzor's (2013) work who stated that school supervision tries to control what is taught, who is taught, impact of what is been taught and the use of extracurricular activities. Hence school supervision is a combination of process, procedure and conclusion that are designed with the aim of enhancing teachers' productivity and students' extracurricular activities.

Summary

The study was conducted on Assessment of principals' supervisory practices on teachers' productivity in Bauchi state public senior secondary schools. Four Research questions and four null hypotheses were formulated on the subjects examined. Descriptive survey research design was employed for the study, the area of the study was Bauchi state, the population of this study is four thousand nine hundred and eighty four (4,984) public senior secondary school principals and teachers, Proportionate random sampling technique was used to select participants based on the Research Advisor Table (2006) recommendations, and sample size was found to be of 357 respondents. The instrument for data collection was called Supervisory Practices Questionnaire. (SPQ) was used as the instrument for data collection developed by the researcher. Supervisory Practices Questionnaire (SPQ) was measured on five point rating scale. The questionnaire was subjected to face validation by three experts in the field of Educational Foundation, The questionnaire was

subjected to pilot study using split half reliability method and Cronbach's Alpha statistics was used to calculate reliability index in order to establish its consistency and the reliability co-efficient was found to be 0.8.

The method of data analysis used was Mean (\bar{X}) and standard deviation (SD) was used to answer the four research questions while the independent sample t- test was used to test the four null hypotheses, the study found that the principals' supervisory practices on teachers' lesson preparation are Principals supervise teachers' scheme of work and principals check teachers' lesson plan but there is significant difference in the opinion of principals and teachers on the principals' supervisory practice and teachers' lesson preparation and therefore recommended that The school principals should provide professional instructional guidance to the teachers. In doing so, the goals and objectives of the school can be attained.

Conclusion

The researcher concludes that a number of factors should be put into consideration to ensure effective school supervision in the school system. More especially in government owned secondary schools in general and Bauchi state in particular. School supervision should take place in an environment that is free from tension and stress. The atmosphere should be the one that provide incentive for outstanding work. Thorough orientation should be given to new teachers. During the orientation they should be made to understand what is and what is not expected from them. Furthermore, staff should be offered guidance on how to carry out their activities effectively. Work standard should be provided to them in written form. Schools should arrange staff development training to ensure that new techniques and approaches on education are well understood. Finally, good work should be recognized and be acknowledged publically.

Recommendations

Based on the research findings, the following recommendations are made:

1. The school principals should provide professional instructional guidance to the teachers. In doing so, the goals and objectives of the school can be attained.
2. School supervision should be co-operative between the principals and the teachers so that the objectives of the school can be attained.

3. The school principals should respect the feelings of the teachers. He/she should avoid been biased; criticism should be given professionally rather than making it personal.
4. School principals should work together harmoniously and peacefully with the teachers despite personal and professional differences.

Educational Implication of the Study

The findings of this study have implications to school principals, teachers, students, educational planners and overall teachers' productivity. Having found that principals' supervisory practice have a positive impacts on lesson preparation. Opinions of three hundred and fifty six (356) respondents showed a grand mean of 3.71 which is within the acceptable range. Despite the acceptability of the respondents principals should redouble their efforts toward supervision of teachers' scheme of work, checking teachers' lesson plan, supervision of lesson note for effective teacher productivity. Teachers should ensure the inclusion of homework in their lesson plan, use of appropriate teaching aids to boost their productivity.

The use of reward/punishment is important to teachers' productivity. Research question three seeks the opinions of respondents on the principals' supervisory practice on teachers' use of reward/punishment. In the study, the opinions of respondents indicated the grand mean of 3.20 which is moderate and accepted by most teachers. Some areas like objective use of reward/punishment, rewarding of hardworking teachers and use of punishment to ensure teachers' disciplines needs to be explored. Teachers on their part should ensure rewarding hardworking students and avoid punishing students without just cause to ensure productivity.

Extra-curricular activities are important especially to students' academic growth and development. The opinions of respondents on the principals' supervisory practice on extra-curricular activities showed that most respondents are satisfied with the supervision on extra-curricular activities. As

Limitation of the study

The study was limited to principals' and teachers of public senior secondary schools in Bauchi state on the principals' supervisory practices and teachers' productivity.

Suggestions for Further Research

It is suggested that the following areas should be further researched into using a variety of scope and more subjects.

1. Effect of new model of supervision on teachers' productivity: Its implication on job satisfaction.
2. Relationship between principals' professional development and teachers' productivity in the provision of quality academic work.
3. The same topic should be replicated in different states of the country in other to substantiate, or refute the findings of the study.

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